



# Inside SAIS

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## Free and Reduced Lunch

### Withholding AYP

#### - Update! -

Free Lunch Eligibility and Reduced Price Lunch Eligibility needs are required to be reported in SAIS for all children eligible for one of these services, even if they are not receiving the service. Please note the following correction: Failure to submit this data could result in delays to or inaccurate funding. (Both the February issue of *Inside SAIS* and the original version of the **SAIS Changes FY2005** reported erroneously that failure to submit this data will result in funding being withheld.)



## Concurrency Application

#### - Update! -

Due to the budgeting process, the deadline to validate student concurrencies was set for March 31, 2004. Since we have now passed that deadline, it is necessary to again allow all LEAs access to the application for the following reasons:

- New concurrencies may now exist that must be validated.
- You may have students that are concurrently enrolled with an LEA that uses a student management system that periodically refreshes their data. In the process, any previous concur-

rency validation is removed.

In order to ensure proper funding, it is important that all LEAs continue to review their ADMS 80-1 report as often as possible. This will help ensure that students are properly validated through the end of the fiscal year.

For more information, please refer to ADE School Finance memo

<http://www.ade.az.gov/schoolfinance/Memos/FY2003-2004/04045.pdf>



## Fiscal Year 2005 Changes

#### - Update! -

The Fiscal Year 2005 Changes outlined a new transaction (transaction 22) that would be used to collect test label information. The Test Label transaction 22 is described in the Membership Transactions Requirement Document, which can be located at:

<http://www.ade.az.gov/sais/membership/MembershipRequirements.doc>

*Please note that this transaction will now not be implemented in Fiscal Year 2005. It will likely be implemented in Fiscal Year 2006 instead.*

The test label information for Fiscal Year 2005 will continue to be collected in the same manner as done for Fiscal Year 2004.





## Fiscal Year 2003 Student Detail Adjustment Procedures

The deadline to revise Fiscal Year 2003 student detail data in SAIS without the requirement of a 15-915 letter was March 31, 2004. The following is a list of procedures that must now be followed in order to successfully adjust your Fiscal Year 2003 SAIS data and update your Fiscal Year 2003 budget forms:

- ▶ Call 602-542-8227 or email [schoolfinance@ade.az.gov](mailto:schoolfinance@ade.az.gov) to request ADE School Finance to "open a window" for you to submit your Fiscal Year 2003 student detail data to SAIS.
- ▶ Notify ADE School Finance that you have successfully submitted all of your Fiscal Year 2003 corrections to SAIS and are now ready to view your reports.
- ▶ Once satisfied with your new counts, you must submit a 15-915 letter to Lyle Friesen in ADE School Finance in order to have new budget forms posted from the updated student counts.
  - A 15-915 letter is a memorandum from a district or charter stating, pursuant to ARS 15-915, you are requesting that new Fiscal Year 2003 budget forms be generated as you have made changes to your Fiscal Year 2003 student counts.

For more information, please refer to ADE School Finance memo

<http://www.ade.az.gov/schoolfinance/Memos/FY2003-2004/04044.pdf>



## Initial IEP – FAQ

*Question: What does IEP stand for?*

IEP stands for Individual Education Program.

*Question: If the child isn't already reported in SAIS yet, how can we enter them into the system?*

Every student needs a unique Student Identifier,

## Guide to Understanding ADMS Reports

A revised guide to help with the understanding and verifying of membership counts in ADMS reports has been posted at:

<http://www.ade.az.gov/schoolfinance/SAISSupport/ADMUserGuide/BasicGuide.doc>

otherwise known as a SAIS ID. LEAs must submit a Personal Information add transaction (005 transaction "add"), which will establish the student on the SAIS database and assign a unique SAIS ID for that child. Use this SAIS ID when submitting the Initial IEP "add" transaction for this student.

*Question: What school should the Initial IEP be associated with, since the student is not actually enrolled in a school at the time?*

The IEP is associated with the school where the IEP services are expected to be delivered.

*Question: Do the IEP dates need to be within the school year of the school?*

No. We do not test the dates against the school calendar.

*Question: If the Initial IEP date is different in the delete transaction than it is in SAIS, what will happen?*

An error will be returned. For a delete transaction, we validate to see if the submitted IEP date is the same as the one in our database. If the date does not exist, or if the date on the database is not the same as the date submitted in the IEP delete transaction, we return the error "-36004 "No matching Initial IEP exists on the database."

*Question: Can one student have an Initial IEP for two different fiscal years at the same school?*

No. The date is checked in code as required, but you can only have one Initial IEP per SAIS ID and

### Please take advantage of these helpful links:

SAIS on the Web at <http://www.ade.az.gov/sais/>

MIS Bulletin Board: <http://portal.ade.az.gov/News/Lists/MIS%20Bulletin%20Board/MISBulletinBoard.aspx>

SAIS-Related Issues: <http://portal.ade.az.gov/SAIS%20Information/Lists/Issues/Issues%20%20most%20recent%20first.aspx>

SAIS Codes Values are at <http://www.ade.az.gov/Sais/codevalues/DataTransactionCodeValues.doc>



CTDS combination.

*Question: Can one student have an Initial IEP at two different schools?*

Yes. You can have one Initial IEP per SAIS ID and CTDS combination. The same SAIS ID can exist for two different CTDSs, and they could have different dates.

*Question: When determining if there is a SPED service for the student before the Initial IEP date, are you looking for a 014 transaction?*

No. We retrieve any sped services that exist in the database. We don't look for the existence of the 014 transaction itself. The sped service in the database is a result of the 014 transaction, but we test for the service record rather than the 014 transaction.



## Top 5 Most Common Integrity Errors

### – New feature! –

We will try to list a brief description of the most common Integrity failures currently seen (the ones here are as of 4/30/04) in our Production database. Future editions of Inside SAIS will highlight some common reasons for these failures along with potential solutions.

- 1) –44103; Student may have only a partial absence on first or last day of membership.
- 2) –44001; Student has excessive unexcused absence. A.R.S 15-901A requires that this student be withdrawn.
- 3) –44347; There must be a corresponding Grade membership for each day of an ELL service.
- 4) –44104; Absence amount exceeds FTE amount.
- 5) –44203; Zero minutes of attendance on the first day of a membership is not allowed.



## Anatomy of an ELL Assessment

In March 2004, MIS worked with English Acquisition Services (EAS) and Research and Policy (R&P) to implement the Title III ELL Data Collection Tool. It was built to assist LEAs to capture ELL Assessment scores because SAIS does not currently do so. *The Title III ELL Data Collection Tool is not a module of SAIS.* This article describes the different anatomical parts of an assessment transaction in the Title III ELL Data Collection Tool and in SAIS.

The parts of an assessment transaction for the Title III ELL data collection tool provide more detail than the assessment transactions in SAIS. Both databases capture the student's demographic data (name, birth date, SAIS ID, etc), but it is the anatomy of the assessment details which are different.

Simply put, the anatomy of an ELL Assessments as captured in the Title III ELL Data Collection Tool contains the following parts:

Test Date	Test Type	Test Subject	Test Level	Test Form	Raw Score	Standard Score	Classification
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There can be up to three Test Subjects for ELL assessments in the Title III tool. So, the assessments for one student could possibly be recorded as

Test Date	Test Type	Test Subject (Oral)	Test Level	Test Form	Raw Score	Standard Score	Classification
2/05/03	IPT	Oral	05	1C		F	Fluent English
Test Date	Test Type	Test Subject (Reading)	Test Level	Test Form	Raw Score	Standard Score	Classification
2/05/03	IPT	Reading	05	2B	15		Non-English
Test Date	Test Type	Test Subject (Writing)	Test Level	Test Form	Raw Score	Standard Score	Classification
2/05/03	IPT	Writing	05	2B	9		Limited English

On the other hand, the anatomy of an ELL assessment in SAIS is dissected as follows:

Assessment Date	Assessment Code	Assessment Result
2/05/03	1 = IPT	1 = New English Language Learner

Because the two databases capture ELL assessments at differing levels of detail, it is not possible to upload transactions intended for the Title III tool into SAIS. The anatomy of the transactions is different. SAIS cannot accept the transactions from an SMS that are intended for the Title III ELL tool because SAIS is not designed to accept the additional fields. Furthermore, the business rules in SAIS are different than those in the Title III ELL tool.

*Please send comments and suggestions:* [insidesais@ade.az.gov](mailto:insidesais@ade.az.gov)

Back issues of **Inside SAIS** are available for reference on the ADE web site at <http://www.ade.az.gov/sais/>